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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with students at the elementary, secondary, and community college levels. The goal of this module is to help participants develop entry-level consultant skills to use when assisting teachers to develop their career guidance efforts. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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CONSULTING IN THE AREA OF CAREER GUIDANCE

MODULE 48

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March 1979

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INTRODUCTION

GET-ACQUAINTED EXERCISE

Task: You have 10 minutes during which you must get as many initials as possible of people who fit the descriptions given below.

_____ Someone whose birthday is the same month as yours.

_____ Someone who was born in the same state you were born in.

_____ Someone who has been to Europe.

_____ Someone who wears the same size shoe as you.

_____ Someone who has the same last initial as you.

_____ Someone who has the same hobby as you. What is it:_____

_____

_____ Someone who is the tallest person in the room.

_____ Someone who has the same job you have (being a student is a job).

_____ Someone who makes his/her own clothes.

_____ Someone who has won an award within the last two years.

_____ Someone who has the same make of car as you or your parents.

_____ Someone who has the same ambition as you.

_____ Someone who is the shortest person in the room.

_____ Someone who has never been out of the state of California.

_____ Someone who has appeared in a play.

_____ Someone who wears a tie.

_____ Someone who likes ITALIAN food.

_____ Someone who doesn't like MEXICAN food.

_____ Someone who is good at growing plants.

_____ Someone whose favorite color is the same as yours.

_____ Someone who water skis.

_____ Someone who knows a famous movie star.

Your name _____

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Module Goal

This module is directed toward guidance personnel (counselors, counselor aides, career technicians, work experience coordinators) in middle and secondary schools, but can also be utilized with community college and elementary school guidance personnel. The topic is entry-level consultant knowledge and skills for guidance personnel to use when assisting teachers in the career guidance area. You will learn about three consulting roles and about entry-level consultant skills to use when assisting teachers to develop their career guidance efforts.

Module Objectives

Upon completion of this module you will be able to:

1. Choose arguments for guidance personnel serving as consultants to teachers in career guidance.
2. Reach a consensus through small group discussion on four qualities a teacher should possess for success in a pilot career guidance effort.
3. List unique features which identify three consultant roles.
4. Use four process skills which assist teachers in planning classroom activities in career guidance.
5. Develop selected entry-level consultant strategies.
6. Practice some academic advising skills (Optional).

GLOSSARY

Career - The pattern of activities and experiences that make up a lifetime of work, learning, and leisure. The term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life--his/her personal and social behavior, learning to learn skills, social responsibility or citizenship and use of leisure time.

Career development - The lifelong process a person undergoes as s/he gains skills in setting goals and in developing, implementing, evaluating and revising plans to define a career and deal with life problems and opportunities.

Career education - The totality of experience through which one learns about and prepares to engage in work as part of his/her living.

Career guidance - All the various types of assistance provided to help individuals in their career development. It includes instruction, counseling, placement, follow-through, evaluation and support procedures based on career planning and development needs.

Career resource technician - A paid paraprofessional who manages the Career Resource Center, performing duties which facilitate the career guidance program of a school.

Change agent - An individual within the organization who performs a variety of functions which support change such as providing motivation and reward, gaining administrative and community support, identifying and communicating program alternatives, and facilitating open communication among sub-groups within the organization.

Consultant - A person who assists school personnel, especially teachers, so they can assist students with their personal, social, academic and/or career development.

Counselor aide - A person who provides guidance and testing assistance under the supervision of a counselor. Examples of services are assisting students to study resource materials or to score tests.

Guidance personnel - Members of a group that includes any adult with the ability or potential to communicate effectively with another and contribute to that person's career/life planning and development. Counselors and paraprofessionals working directly in guidance programs are included, of course, but administrators, teachers, work experience coordinators, and parents can be guidance personnel. Guidance personnel may be found working in educational institutions at all levels, as well as in other settings such as rehabilitation programs, government sponsored youth training programs, community service agencies and

business organizations.

Teacher-advisors - Teachers who are trained to provide special support and guidance services to small groups of students. They meet regularly and frequently with these students to provide orientation, educational guidance, career planning assistance and conduct or interpret selected testing. They monitor the students' progress and identify and refer students with problems. They have large group, small group and individual discussions. They guide the same students throughout their school careers.

Work experience coordinators - (Have different titles in different states). Interview students, arrange for job placements, observe students' progress on the job, and evaluate their progress.

An Introduction

This learning module is designed to introduce you to entry-level skills in a special consultant role of guidance personnel (counselors, counselor-aides, career technicians, work experience coordinators, etc.). Traditionally counselors have been consultants in the public schools. In the areas of student mental health and behavior, they have been regarded as experts. They have also acted as consultants to parents concerning the child's learning progress and behavior in the school. In this module, we will focus on guidance personnel as career guidance consultants to teachers. The emphasis will be on concepts and providing limited career guidance consultant services to teachers. Although consulting has been neglected by guidance personnel in general, they possess a number of the skills, in particular, knowledge of the dynamics of communications and interpersonal relations, that can be utilized in this role.

A quote from an unknown source nicely sums up the need of the consultant role:

> Today's youth are in schools which prepare for the possible future not at all, the present with hesitancy, and the past with assurance. Schools, at best, are preparing students for a stable and technological world which does not exist. They prepare least well for an unstable and changing post-technological world. This will be a world in which psychological needs and human relationships will be the center of our concerns. In the face of the "safe" attitude of communities and the "practical" focus of administrators, who can expect teachers to move into the main current of youth's criticisms, realities and longings? Moreover, they won't do this without encouragement from colleagues as well as leaders, and without leadership in understanding the changed student of today. Hence, the emerging role of the counselor as consultant. The counselor is still a specialist in human behavior, his goal is still the improvement of the student's sense of personal worth and achievement, but his scope now includes all who influence the learning environment as well as the student himself. Improving the learning environment is the key item in the counselor-consultant's concerns. It means focusing upon the process of becoming and growing rather than on prescriptive

doing. Focus on the process - not the product.

Further support of the consultant role appeared in a January, 1978 position paper for the American Personnel and Guidance Association titled, *The Staff Relationship of School Counselors*, where Lombana states:

> Because present circumstances dictate the counselors typically see only 15% of the students assigned them, focusing on training teachers will insure that students receive direct personal contact. The team approach accomplished through a systematically developed curriculum can assure that the didactic skills of the teachers are complimented by the counselors' therapeutic skills. The implications for counselors is obvious; train the teachers so they in turn can help fulfill student needs.

Many schools have work experience coordinators and/or career technicians. However, they usually serve many students and cannot give in-depth assistance to more than a few. Therefore, they must focus their efforts if they are to have a significant impact on students. One way is to concentrate on getting significant others (teachers) in the school to assist in meeting some of their career guidance objectives.

A number of states have conducted career guidance needs assessments of students. One survey, *Pupil Personnel Services in the California Public Schools: Needs, Problems and Plans for Solutions* (California Department of Education, 1976) urged implementation of activities which require guidance personnel to serve as consultants. The survey also identified five student priority need areas, one of which was career guidance. The report pointed out that all students need assistance in better understanding themselves and planning for the future.

Teachers are the only school personnel who as a group reach all students. Most students, as shown by the California study, have a need for career guidance; consequently, teachers must be involved in career guidance efforts if all students are to be reached. Teachers are the primary change agents. Thus guidance personnel have an important role which is to assist teachers in the career guidance area

as consultants.

Teachers will embrace this new role once the benefits to the students, to their class environments and to themselves are understood. The benefits include: student growth as a result of the attention given to their present and future psychological and human needs by teachers; student appreciation of the increased support given them which will contribute to an improved school and classroom learning environment; students who are easier to instruct because their personal needs are being better attended and because they are studying in an improved learning environment. Therefore, teachers will receive much benefit from assuming a guidance role as one part of the assignment.

In summary, the consultant concept is based on the premise that teachers have more impact on students than other school personnel. Thus teachers must be involved in any major guidance effort which attempts to reach all students. Guidance personnel can best assist teachers by serving as career guidance consultants. Guidance personnel and teachers will gain from their involvement in career guidance efforts because they will have the satisfaction of observing their students' increased personal growth as well as being part of an improved learning environment. Therefore, incorporating this concept into a school is truly a worthwhile effort.

ACTIVITY ONE

Select and check the best answer:

1. This consultant module teaches:
   _____a. Advanced skills
   _____b. Intermediate skills
   _____c. Entry level skills
   _____d. No skills
2. According to Lombana, counselors typically meet:
   _____a. 0% of the students assigned them
   _____b. 80% of the students assigned them
   _____c. 20% of the students assigned them
   _____d. 15% of the students assigned them
3. Work experience coordinators and career technicians are:
   _____a. Able to offer in-depth assistance to all students
   _____b. Able to offer in-depth assistance to most students
   _____c. Able to offer in-depth assistance to some students
   _____d. Unable to offer in-depth assistance to any students
4. The California State Department of Education's Statewide Students' Needs Survey (1976) showed:
   _____a. All students need to learn how to plan for their future
   _____b. Some students need to learn how to plan for their future
   _____c. Few students need to learn how to plan for their future
   _____d. No students need to learn how to plan for their future
5. The California State Department of Education's Statewide Students' Needs Survey (1976) showed:
   _____a. All students need to better understand themselves
   _____b. Some students need to better understand themselves
   _____c. Few students need to better understand themselves
   _____d. No students need to better understand themselves
6. Career guidance consultant services to teachers are emphasized because teachers:

_____a. Need most assistance

_____b. Are the primary change agents

_____c. Provide special services to students

_____d. Request such assistance

7. Acceptance of the consultant concept is important from the viewpoint of many publics because:

_____a. The concept will help a school to better meet identified student guidance needs

_____b. The concept is cost effective

_____c. Most students receive little guidance assistance

_____d. a, b, and c are correct

BEGINNING CHANGE AGENT STEPS

Basic to the success of your first "consultant" effort in the area of career guidance is gaining a commitment from those teachers you wish to involve. Thus, a consultant must select "change agent" approaches so s/he will be effective when encouraging select teachers to commit themselves to career guidance efforts.

The change agent approaches described below are offered as examples you might draw upon for your initial career guidance efforts. These approaches will help you recognize that getting teachers involved requires time, knowledge, skills, and effort. As you become increasingly involved in serving teachers as a consultant in the career guidance area and/or through your study of these beginning steps, you may find it necessary to develop more advanced "change agent" skills. You can receive some assistance by examining National Consortium Module No. 51, *Making Change Happen: Learning a Systematic Model for Change and Making Change Happen* (Benjamin and Walz, 1979a) and Module No. 52, *Making Change Happen: Overcoming Barriers to Change* (Benjamin and Walz, 1979b). You can receive more advanced assistance by studying National Consortium Module No. 28, *Using Change Agent Skills to Manage Career Guidance Program Development* (Miller, 1978a) and Module No. 29, *Using Change Agent Skills to Manage Career Guidance Implementation* (Miller, 1978b). These modules cover topics such as characteristics of ideal change, advantages and disadvantages of internal change agents, teaming, force field analysis, etc.

Change Agent Approaches: The Four Steps

1. Demonstrate through your actions that change is possible. If you can point to a personal or professional change, your behavior provides a change model and your credibility for encouraging others to change is much improved. Therefore, your success in assisting others to change begins with your developing the ability to demonstrate change in yourself. Possible examples you might use to demonstrate the ability to make personal behavior changes are

deciding to be on time for appointments or making an effort to contact a friend or relative you have neglected. Your credibility depends on how you illustrate that such changes can take place.

2. Identify your students' career guidance priority needs as a means of determining which of these needs will best be met through the efforts of teachers as opposed to those of counselors or paraprofessionals. These needs can be determined in several ways discussed in the next sections. The main reason to determine students' career guidance needs is to have supportive data needed to convince teachers to commit time and energy, in spite of busy personal and class schedules, for a career guidance effort.

3. Study your school's faculty to determine which teachers are the leaders, the innovators and the resistors. Also consider such qualities as flexibility, humor, patience, creativity, cooperativeness, etc. Observe them during meetings and in faculty rooms. Identify the innovative teacher leaders and confine your early efforts to them.

4. Form a group, which includes a school administrator, a counselor, students and innovative teacher leaders.

a. Have the group select priority career guidance needs which teachers with limited assistance from a consultant can be expected to assist their students to meet.

b. Contact several innovative teacher leaders to volunteer for a pilot, career guidance effort. Advise them that this effort will be a modest one so limited planning and implementation efforts are required. Also, advise them of the assistance they will receive from you as a consultant.

c. Assist the volunteer teachers to develop their pilot, career guidance plans which include objectives and activity descriptions. (See next section for further planning information.)

d. Encourage the volunteer teachers to test their plans and if necessary to modify them. Be available to act as a sounding board for these teachers in their efforts.

e. Encourage the teachers to implement their finalized plans.

f. Urge the volunteer teachers to report successful pilot, career guidance efforts to their colleagues during department, small group or faculty meetings.

g. Identify a second priority student career guidance need and use steps (a) through (f) to meet them.

Teachers will readily commit themselves to efforts which meet clearly identified priority students, which are well planned, which are implemented in limited steps, which provide ongoing assistance to them, and which provide them with some ownership of what is being done by including them in a significant part of the planning and implementation processes.

A final tip: Start small. One teacher can be a pilot effort. Then build on that success.

ACTIVITY TWO

Make a decision as to what personal and/or professional habit you wish to modify and what actions will be necessary to effect a change. Keep plan simple so you will implement it. An example: Decide to write a letter to your parents once each week for a three-month period. Evaluate your progress at the end of this time period.

A personal and/or professional habit you wish to change is:

_____

_____

You will change it by doing:

1. _____
2. _____
3. _____

You will evaluate as to how successful your change efforts were by:

1. _____
2. _____
3. _____

ACTIVITY THREE

You are a member of a small group of guidance personnel who are consultants.

The purpose of the group is to identify four qualities which teachers must have in order to be successful in a grade 9-12 pilot career guidance effort. Write the four qualities upon which the group has agreed below:

1. _____

2. _____

3. _____

4. _____

IDENTIFYING THREE
CONSULTANT CAREER GUIDANCE ROLES

The March 1978 and April 1978 issues of the *Personnel and Guidance Journal* were devoted to consulting. Three roles of the consultant were identified: coordinating, facilitating, and serving as a resource person.

Coordinating Role

It is necessary for a consultant to convince students' "significant others" (administrators, counselors, paraprofessionals and especially teachers) of the importance of participating in a career guidance program. When they are convinced of the importance of participating, the task of coordinating their efforts arises. Therefore, counselors must develop coordination skills. These skills include the ability to help school personnel identify those student needs or concerns with which they can be of assistance. One approach is to state the identified need in a specific way, making it possible to connect the specific need with a specific person best able to assist.

Example: If a large number of students in a secondary school are known to have low self-esteem, the consultant could advise a teacher, "Our recent study shows 40% of your students have low self-concepts, and of these students, one third have such low self-concepts that it affects their ability to do class work. They lose incentive to try because of feeling they cannot do anything difficult. This lack of incentive will negatively affect their class efforts, which in turn may limit their future education and/or career progress."

After identifying school personnel who will be involved in a career guidance activity, the next step is to assist them to develop plans. These plans should be coordinated to determine duplication and gaps. A matrix and a calendar can be developed by the coordinator so that a plan for developing and/or providing the necessary school-wide support can be developed.

Facilitating Role

A facilitator does not have to be an "expert" or knowledgeable about possible solutions to an identified problem. Instead the facilitator performs a significant service by helping a group determine its own solutions, using the following guidelines.

1. Defining the purpose of the group: The facilitator helps the group to define its purpose. For example, the purpose of one group might be "to assist teachers develop classroom strategies in order to assist students acquire good work habits, ability to follow directions and ability to work with others."

2. Determining operational rules for the group: One method of determining operational rules is to use a set of questions similar to the following:

How many members will be allowed in this group?
Will the members be selected or volunteer?
Will the members be from a certain discipline (example: social studies) or grade level (example: eighth grade)?
How long will each session be? (One to two hours recommended)
How often will meetings be held? (Weekly, monthly; varies with purpose)
Where will the meetings be held?
Are all of the members' comments or suggestions welcome?
Are criticisms of group members' comments permitted?
Will the group members' comments be summarized at the conclusion of each session?

3. Keeping the group moving: The facilitator may review the agreed on operational rules at the beginning of each group meeting. All group members should be encouraged to speak. Silent members can be invited by the facilitator to contribute. It is important that the facilitator try to keep any one person from dominating the discussions. The facilitator may request individual group members to share their feelings about the process at the conclusion of each session. These shared feelings as well as a summary of the group's discussion after each session may be used as a basis for planning future sessions.

In summary, then, an effective facilitator is one who keeps a group moving toward completing its career guidance tasks in a reasonable time period and in an effective way.

The facilitator role within small groups has been emphasized, because such efforts in working for positive committee action on task oriented goals is crucial. However, it is recognized that facilitative skills are used outside of small groups such as in the coordinating role where communication strategies become paramount.

Resource Person Role

A significant part of providing on-going assistance is to have the consultant serve as a resource person. The consultant must establish her/his own career guidance resource functions which may include:

1. Being aware of school/community resources so teachers can be referred to them or arrangements made so teachers can effectively use them.
2. Being able to instruct teachers on how to provide a specific career guidance activity for students such as testing.
3. Assisting teachers on how to use selected career information.
4. Showing teachers how their career guidance activities relate to other school career guidance activities.

Serving as a "Model" for Teachers

In addition to the three previous discussed roles of the consultant (coordinating, facilitating and serving as a resource person), there is another role which can be called a "model" or demonstration role.

The consultant may want to consider the use of classroom, career center or even small group demonstrations. These demonstrations, in which the consultant serves as a model, may give teachers an awareness of how certain career guidance activities may be conducted. Such demonstrations must be well planned, must be appropriate and must be made with the full cooperation of the teacher.

The following example is but one of the many ways in which career guidance activities may be demonstrated.

Purpose: demonstrates the development of an interview check sheet which students will use to conduct occupation interviews.

Where: appropriate for middle school English classes to assist students to learn about occupations while learning interviewing and discussion skills which relate directly to English class objectives.

Method: the students develop their own interview check sheet in a class discussion. The teacher starts the discussion by writing one interview question on the board. Students then volunteer questions. (All reasonable questions are included in this first list.) The teacher then leads a discussion which develops criteria for the selection of questions to be used on the final check sheet. The questions are then chosen.

Post-demonstration discussion with teacher: The demonstration was limited to the development of the questionnaire. The use of the questionnaire would be discussed with the teacher who would then be able to assign students to actively conduct interviews, using the check sheet, with people whose occupations they wanted to explore.

Conclusion

A consultant should consider each of the roles (coordinator, facilitator, resource person, and model) and then determine which role or combination of roles may be most suitable to the career guidance needs of their students. By defining their roles from the outset, they are able to provide guidelines for teachers so that their consulting services may be best utilized.

ACTIVITY FOUR

1. Briefly write in your own words two unique features which help to identify each of these consultant roles:

Coordinating Role

a. _____

_____

b. _____

_____

Facilitating Role

a. _____

_____

b. _____

_____

Resource Person Role

a. _____

_____

b. _____

_____

2. Which of these three roles might be your choice as a "first" consultant effort? Write answer below.

_____

_____

3. State two personal experiences which indicate that your professional background relates to this role as a way of supporting your selection.

a. _____

b. _____

4. State two qualities or strenghts that you have which relate to this role to further support your selection.

a. _____

b. _____

ASSISTING TEACHERS WITH

CLASSROOM CAREER GUIDANCE ACTIVITIES

All teachers must be shown the importance of class career guidance efforts if they are to commit themselves to participation in a career guidance program. Also, they need direction and support to be successful. This direction and support is in part provided when a consultant assists the teacher(s) by following the change agent steps which were described, by assuming one or more of the previously described consultant roles and by following the three step planning process described below:

The first step for a consultant is to assist teachers before they develop class career guidance activity plans by helping them to acquire an understanding of a career guidance model, such as the model taken from a monograph titled, *Career Development: A California Model for Career Guidance Curriculum - K-Adult* (see Appendix A). There are three major components in this career guidance model:

1. Career Planning and Decision Making. People must develop decision making skills including how to locate and use career resources. These resources may be people, agencies, materials, media. If your school has limited career guidance resources for teachers, see *Developing Career Center Resources for Faculty Use*, National Consortium Module No. 33 (Fredericksen and Swan 1979). For student career guidance resources, see National Consortium Module No. 21, *Developing Facility Maintenance Competencies for Career Resource Center Technicians* (Johnson 1978).

2. Education, Work and Leisure Alternatives. People must learn how to effectively study education, work and leisure alternatives which appear realistic for them. They should be encouraged to study all three areas so their decisions are comprehensive ones.

3. Life Styles and Personal Satisfaction. People should consider which lifestyle(s) will provide them with the highest levels of personal satisfaction.

You, as a consultant, should lead a discussion with your selected

teachers about career guidance models as a first step in developing a school's career guidance effort.

The second step for a consultant when assisting teachers to plan class career guidance activities is to identify their students' career guidance needs. The students' needs can be identified in several ways. The consultant should develop and conduct an on-going needs assessment. (See the following National Consortium modules for further information on needs assessment: Module No. 3, *Assessing Desired Outcomes*; Module No. 4, *Assessing Current Status*; and Module No. 5, *Establishing Program Goals*. A list of modules can be found following the Coordinator's Guide.)

Published career guidance instruments can be used when specific types of data are desired. Two instruments which might be utilized are:

A Priority Counseling Survey by Thomas Smith and C. D. Johnson, 1972.
Min Camp
Greenwood Plaza (Suite 16)
5680 South Syracuse
Englewood, Colorado 80222

Career Planning Inventory
San Mateo and Santa Clara County Offices of Education
333 Main Street
Redwood City, California 94063

A career guidance students' needs assessment form can be developed with your direction or assistance if published forms are not appropriate. If a consultant is concerned about developing such a form, s/he can secure assistance from consultants at the school district, county or state levels.

A consultant can randomly sample groups of students in order to discuss their perceptions of their fellow students' career guidance needs. The students might have to be advised before their discussions as to what the career guidance concept is, what some alternative career guidance approaches could be and what some other schools' career guidance efforts are so they have the background to intelligently discuss this topic. This approach should be used with caution as it requires much skill. It is effective when several student priority needs were

previously identified and the task is to choose among them.

A consultant could establish or encourage the establishment of a school guidance committee to determine the school's guidance objectives. A major assignment is to identify a school's students' priority career guidance needs. The committee should have student, teacher, paraprofessional, administrator, counselor, parent representatives.

The above needs assessment approaches can be used singularly or in combination. The main point is that a needs assessment effort is a necessary prerequisite to any effective career guidance program and the results of such an effort will be an important tool for a consultant to use when assisting teachers to develop and implement class career guidance activities.

The third step for a consultant when assisting teachers to plan class career needs might best be met by a given teacher in a specific class. It will assist an individual teacher who has no previous career guidance teaching experience to have the insights and support of at least some of her/his colleagues as a starting point when developing initial plans. Therefore, an important consultant effort is to facilitate a small group of the selected teachers when they discuss which needs their initial efforts will attempt to meet. A small group discussion should be designed so teachers can express their concerns about teaching in this area; review a career guidance model; study the previously identified school's students' career guidance needs; reach consensus and prioritize the top student needs; and assist each teacher to select a single priority, students' career guidance need s/he feels most comfortable in meeting. Each teacher must take into consideration that only limited consultant assistance will be available to her/him.

Each teacher has an opportunity to discuss her/his rationale for selecting a priority students' career guidance need and then the group analyzes the teacher's rationale. The group evaluates whether the choice is suitable for the type of students in the teacher's class and for the teacher in terms of her/his related experiences. They also consider whether it is reasonable to expect a consultant to provide the assistance

which a teacher might be expected to need. A consultant has the responsibility to give the directions the teachers need to follow the above process, to observe their progress, and to provide whatever assistance they require.

The fourth step is for the consultant to instruct the teacher(s) on how to use a planning form and to monitor and to assist them in completing as much of the form as possible. The teachers are provided time to write a career guidance class activity plan on this form. Each teacher's plan addresses a priority students' career guidance need s/he selected with the small group's assistance. The consultant should encourage the teachers to ask questions and should continuously monitor their progress. After the teachers develop their plans as far as they can in the allotted time, they take turns reading their plans to the group and having the other members analyze them. Each teacher's plan should be complete or nearly complete as a result of his/her own efforts and the group's and consultant's suggestions. Consultants should monitor the group's members reading and analyzing of each other's plans to be certain they are correctly doing this exercise. Each plan should be studied by a consultant to assure that the developed plan is understandable, can be done in a limited time and with minimum outside assistance. Consultants are urged to follow this four-step career guidance process to assure a firm foundation for the teachers' initial guidance class efforts.

Background Information for Activities Five and Six

A person from each subgroup should be chosen to serve as a consultant/facilitator for the group. The other participants will role play as teachers. Use the following background information for Activities Five and Six.

Several teachers at "X" high school (grades 9-12) agree to develop pilot career guidance classroom activities. A needs assessment instrument was developed and administered to determine the students' career guidance needs. Twelve identified students' career guidance needs are

listed below. No action was taken to determine the relative importance of these 12 needs. Priorities were not established. However, the needs are ranked according to the numbers of students who indicated they required assistance to meet them. (Example: The largest number of students indicated they required assistance with Item No. 1.)

Many students:

1. Are not aware that personal characteristics affect their opportunities to succeed.
2. Do not see the relationship between school and their later lives.
3. Are not knowledgeable about the school's career planning resources.
4. Are uncertain as to the differences between values and interests.
5. Have limited practical work experiences (volunteer, paid, full part-time).
6. Do not usually recognize that education could be life-long.
7. Do not know what their aptitudes are.
8. Have low self-concepts.
9. Cannot explain the process for making important decisions.
10. Do not have strategies for coping with stress.
11. Do not usually consider their "life style" preferences.
12. Have poor work habits (tardy, do not follow directions, do not work well with others).

ACTIVITY FIVE

You are part of a small group (4-6) from "X" high school (grades 9-12). If you are not chosen to be your group's consultant, you assume the role of teacher and determine what subject(s) and grade level(s) you teach. Your small group's task is to choose three needs from the previously listed 12 student guidance needs. You will find criteria for your group's discussion below.

1. Is there a "high" student need?
2. Will your group's teacher members be interested in planning and implementing class efforts to meet this career guidance need?
3. Can your teachers plan a one- or two-period class activity to help meet the need?
4. Does the need relate to your group's teachers' classes?
5. Can your group's teachers plan and implement this class career guidance concept need with "limited" outside assistance.

Evaluation

Successful completion is to have your group's leader verify that three of the above five criteria were used during the group's discussion.

The three criteria chosen by my group are:

1. _____
2. _____
3. _____

ACTIVITY SIX

There are two parts to this activity.

1. You continue your previously selected role. If your role is as a teacher, select one need from the three student career guidance needs your group chose during Activity Five. Write a one-paragraph rationale which describes why you think this need relates to your class and your background, and therefore is a suitable classroom career guidance effort. (See Activity Six, Part 1.) You will read this paragraph to your assigned subgroup's members for them to consider whether it is an appropriate choice.

2. If your role is as a teacher, you complete as much as is possible of the planning form (Activity Six, Part 2) within a 15-minute period. Attempting to complete this form will assist you to develop a class activity which meets your selected student career guidance need. Write this plan for a one- or two-period class effort. Ask help from your group's consultant if necessary.

After you finish writing your tentative plan, you will read it to your subgroup's members. They will discuss each section of your plan with you. They may offer suggestions for inclusion in your plan.

You also will participate in the review and discussion of the other subgroup's members' plans.

Evaluation

1. Successful completion of this part of Activity Six is that each group member who role-played as a teacher selected a student need for his/her class career guidance effort which three of four subgroup members support. Their support is based on acceptance of the written rationales which show the selected career guidance needs as described in the participants' rationales do relate to the classes in question and to the teachers' backgrounds.

2. Each of the teacher subgroup's members class, career guidance plans were approved by two other members. These two members sign on the last page of the planning form.

ACTIVITY SIX (PART ONE)

Directions: You are to write a one-paragraph rationale which should describe why you think the need you chose from Activity Five related to your role-play or real life class and background.

ACTIVITY SIX (PART TWO)

CAREER GUIDANCE CLASSROOM PLANNING FORM

Name_____

Subject Area(s)_____

Grade Level(s)_____

1. The students' career guidance need I selected is:_____

_____

2. The main goal of my class's career guidance effort is:_____

_____

3. The top two or three career guidance objectives are:

   a._____

   _____

   b._____

   _____

   c._____

   _____

4. The major class activity(ies) (large group, small group, individual, etc.) for each of these objectives are:

   a._____

   _____

   _____

   _____

   b._____

   _____

   _____

   _____

   c._____

   _____

   _____

   _____

5. The evaluation strategies for these objectives are:_____

_____

_____

_____

_____

_____

6. My preparation will include (steps and/or discussions which lead into the experience):

_____

_____

_____

_____

7. A counselor-consultant could be helpful to me in the following ways: (i.e. identify resources, show me how to use several resources, model, interpreting an interest inventory, etc.).

a._____

_____

b._____

_____

c._____

_____

Signatures of two group members approving this plan as meeting the criteria set forth.

1._____

2._____

DEVELOPING ENTRY-LEVEL CONSULTANT STRATEGIES

Your reading of the above material and participating in the related exercises has prepared you for the following study and activity. This study and activity focuses on your developing three entry-level consultant strategies for use in a middle school, secondary school or community college. These strategies are presented in a concrete, limited manner so that you can begin to apply them when assisting teachers. These three consultant strategies are motivation, communication and small group facilitation.

Entry-Level Motivation Strategies

A consultant should:

1. Select those teachers for a pilot, career guidance effort whose chance of success is good.

2. Choose teachers who are known to be good instructors, are open to change and are respected by their colleagues.

3. Advise them that their "good" qualities as described above are why they were chosen.

4. Advise them that this pilot effort is important as shown by the fact it will meet selected, identified priority student needs. (Describe in detail these needs to them.)

5. Advise them the pilot effort will be a limited one and thus will require modest time commitments.

6. Advise them of the assistance they will receive from you as a consultant.

7. Request that they volunteer for a pilot career guidance effort.

Entry-Level Communication Strategies

The planning process steps as described above are used as a communication vehicle. They are designed to assure that the consultant and teachers communicate as to what is being developed. It requires communication as to what efforts will be made, why they are made and

how they are to be done. This insures that the efforts are appropriate ones. The process requires a consultant to:

1. Use one of several methods (guidance committee, develop a needs survey instrument, purchase a needs survey instrument, conduct a random sample survey or use the described National Consortium publications) for determining the school's students' priority career guidance needs.

2. Facilitate the small group of chosen teachers so they communicate clearly why three needs were selected by them from the needs assessment results. They should state that the three selected needs which their pilot efforts will address are suitable for their types of classes. They should describe this rationale for their choices in some detail.

3. Monitor each teacher writing a rationale for selecting from the group's three selected career guidance student needs the one s/he finds most appropriate, by describing how it relates to the students in her/his class and to her/his background or interests. (Have their group agree that the selection and rationale are sound.)

4. Assist each teacher to write on the planning form included in this workbook a plan for her/his career guidance effort. Facilitate a small group (three or four) of teachers' discussion so they make suggestions for strengthening each teacher's plan. These suggestions are incorporated in the plan.

5. Urge each teacher to contact her/him for information on possible resources and/or other types of assistance. A consultant is not expected to automatically identify a resource or to be able to provide assistance, but is expected to make an effort to secure the necessary help.

6. Inform teachers of the other career guidance efforts taking place in the school so they can place their efforts in context.

Entry-Level Small Group Facilitation Skills

A consultant needs selected small group facilitation skills

because the major vehicle for getting teachers involved in career guidance efforts is the small group. Some beginning facilitation skills are:

1. Assist the group to recognize its purpose(s) by stating in specific terms the task and then having the group members raise questions and/or re-state the task. (Example: "Our task is to determine from a student career guidance needs list the three this group wishes to address.")

2. Assist the group to establish and follow operational rules by: (a) stating several examples of possible rules (example: start on time); (b) asking the group's members to suggest other rules. Accept all of the suggestions as a first step and write them on newsprint or a chalkboard; (c) asking the group to indicate which of these suggestions anyone objects to and then discussing these items. The items remain if there appears to be a group consensus that they should. Consensus means there is a general agreement; (d) conducting the group in such a way that the rules are followed and the task is kept in focus.

Finally, it should be noted that in addition to the facilitating functions described above, a study of the Entry-Level Motivation Strategies category and the Entry-Level Communication Strategies category will show where you can apply coordination and resource functions.

ACTIVITY SEVEN

This activity has three parts which will help you, the consultant, assist selected teachers in your school.

1. Describe which needs assessment approach you will use and state why. (Example: use a purchased inventory.)

2. Write the names of two teachers you wish to include in your school's pilot career guidance effort. Write your reason(s) for choosing each one.

a.

b.

3. List two ways to motivate these teachers to participate in your pilot effort.

a.

b.

4. Develop a time schedule for developing your school's pilot career guidance efforts:

You will:	Dates
Have completed a needs assessment	
Have selected and gained your pilot teachers' cooperation	

You will:	Dates
Have a group meeting(s) to help them select three priority career guidance needs.	
Have a group meeting to help the teachers develop their pilot, classroom, career guidance plans.	
Have the teachers implement and evaluate their pilot efforts.	
Have the teachers inform their colleagues of their successes.	

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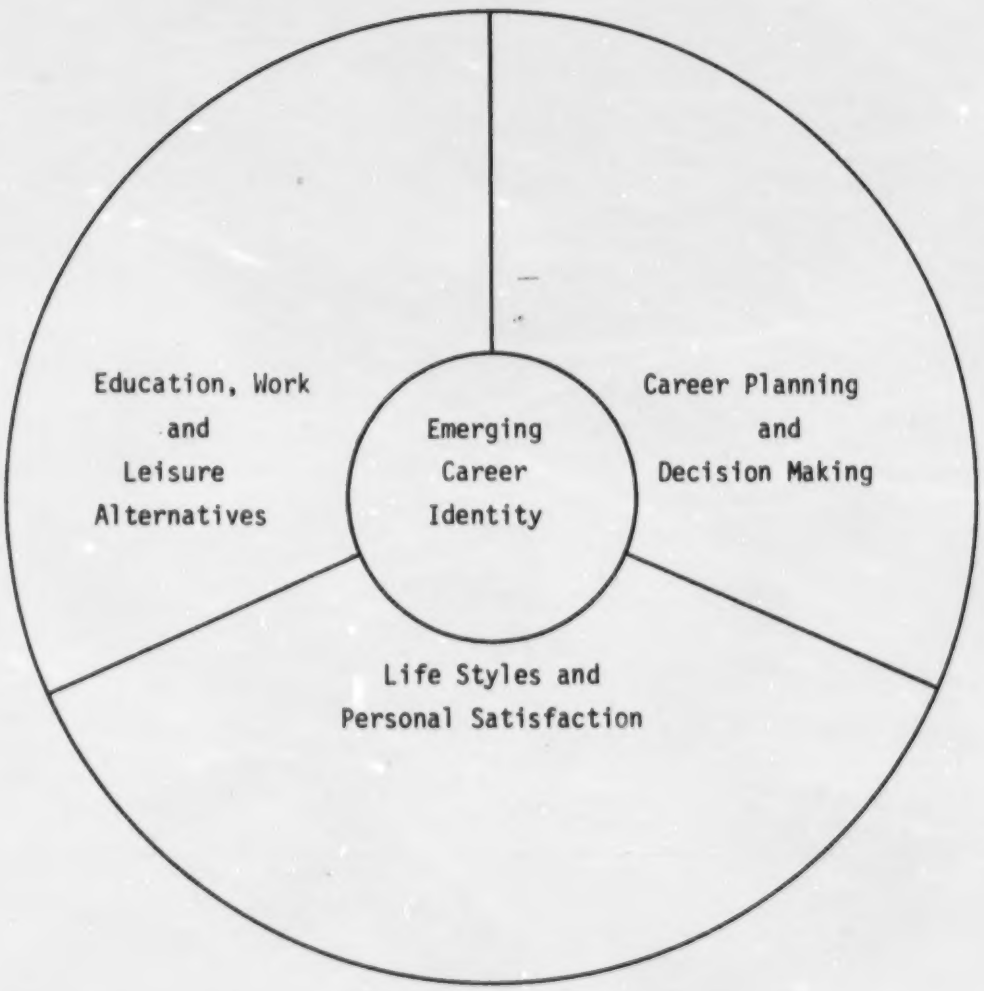
Note: The list of 52 National Consortium Staff Development modules can be found immediately following the Coordinator's Guide.

APPENDICES

APPENDIX A

A CAREER GUIDANCE CONCEPT MODEL



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APPENDIX B

OPTIONAL OBJECTIVE

ASSISTING TEACHER-ADVISORS
WITH THEIR
CAREER GUIDANCE EFFORTS

ASSISTING TEACHER-ADVISORS WITH THEIR CAREER GUIDANCE EFFORTS

The focus has been on consultants assisting selected, committed teachers with their classroom career guidance efforts. We now will examine how a consultant can assist a special group of teachers with their career efforts. These teachers are "teacher-advisors." The subject of consultants working with teacher-advisors is singled out and emphasized because of the rapid, recent growth of the teacher-advisor movement. Many consultants now or in the near future will be in a school where teacher-advisors are a part of the guidance team. Many teacher-advisors will have frequent and regular access to small groups of students assigned them. They could establish a truly close relationship with these students because of their being together during the students' entire school careers (for example, grades 9-12). Several reasons for the growth of the teacher-advisor movement exist. Two main reasons as supported by the results of research reported by Rubin (1978) are:

1. Many students do not have an adult they can relate to because their parents are not home. Also, school personnel seldom are available on an ongoing, frequent basis.

2. Many students do not have, especially in our large middle schools, secondary schools and community colleges, a group of peers with whom they can closely relate.

Thus, many students are alienated. Teacher-advisors can serve as meaningful, caring adults to their small groups of students and the group members can provide each other with needed support.

Consultants should assist teacher-advisors to develop meaningful, well defined roles. It is important that they assume this task because a danger exists that teachers will assume inappropriate roles. They might be inappropriate because of the time required to perform them or the impossibility of being able to adequately train them. Consultants also can assist by training the teacher-advisors for the acceptable

roles by serving them as an ongoing resource person and by coordinating the teacher-advisors' activities. One important role for a consultant is to serve as a resource person for teacher-advisors in their efforts to assist their group of students in the area of career guidance.

Teacher-advisors' roles vary from school to school. Some common roles are listed below as background to a discussion of their possible career guidance functions.

Teacher-advisors (1) serve as a friend and advocate to a group of students for their entire school career; (2) act as a liaison between their students' homes and the school; (3) orient their students and their students' parents to the school.

A consultant can train teacher-advisors so they will assume career guidance functions. These functions could be to:

1. Instruct them on how to administer and interpret selected tests such as interest inventories. Also, they can be taught to observe their students' abilities to work with others and to follow directions when performing group or individual tasks. They also can monitor their students' growth in these areas throughout their school years.

2. Show them how to conduct small group activities so their students will learn about career planning resources, education and/or training alternatives, and financial assistance alternatives.

3. Demonstrate for them how to monitor their students' personal, educational and/or career development through continuous review of records and through individual or small group conferences.

4. Show them how to provide academic advisement or programming assistance for their students. This service requires a more comprehensive description because too often student programming is treated in a mechanical way. Programming should be a priority teacher-advisor role since effective assistance will improve a student's chance of being a successful student. Also, teacher-advisors performing this function will free counselors to pursue other more specialized roles including serving as a consultant.

Teacher-advisors should consider the following when assisting a

student to develop her/his school program:

a. What is the student's prior record (attendance, behavior, grades, tests)?

b. What school activity interests does the student have?

c. What school plans, if any, has the student developed?

d. What is the student's school major?

e. Which courses does the student prefer?

f. What are the parents' ideas for this child in terms of course placement?

g. Are the student's and/or parents' interests reasonable ones in terms of the student's chance of success?

h. What is the family situation (father's background, mother's background, siblings, etc.)?

In short, it is suggested that teacher-advisors be taught by consultants to carefully study their students' records and listen to them and their parents before programming. Also, they should consider programming as a prime part of their education and career planning assistance roles and not an isolated event. Therefore, academic placement will take time.

5. Teach them how to identify those students who need special personal, educational and/or career guidance assistance.

6. Instruct them on how to refer students to a consultant and/or other appropriate resources for special, personal, education and/or career guidance assistance.

The teacher-advisors have a unique place in their students' lives. A consultant can assist the teacher-advisors to develop roles which compliment and not compete with the roles of other teachers and guidance personnel. Teacher-advisors can become an important part of a school's career guidance team effort if guided correctly by consultants.

ACTIVITY EIGHT

You will play two roles. You begin as a teacher-advisor in school "Y." This is a secondary school (grades 9-12). You are assisting Shirley Travis to develop her tenth grade program.

Study the following and then develop a tentative tenth grade program for her on the space provided below the summary of her record and interview with her. Be prepared to explain the rationale of your choices to a second person who will assist by critiquing your program. You have 15 minutes to develop a program and 10 minutes for discussing your program with your partner. You will also critique your partner's tentative program during a 10-minute period. You act as a consultant when being a critic.

Summary from a study of Shirley's record and an interview

Shirley Travis - age 14

Health - good, no special problems

Attendance - absent for an average of five or six days each school year. Most absences are due to illness. A few have been for travel with her family.

Behavior - has a pattern of talking excessively during class hours. No other behavior problems.

Grades - her elementary grades were S's for satisfactory. (Only S's and I's for improvement were given.) Her grades during grades 7 and 8 were mostly C's, one D in U.S. History, two B's in English. Her freshman year grades were:

English (College Prep)	C+	General Science	C+
Geography	C	Homemaking	B
Pre-algebra	B	P.E.	C

Test Scores - Her Stanford Achievement test results in grade equivalent scores were: Reading - 8, Spelling and Language - 8, Social Studies - 8, Science - 9, Arithmetic - 11. (All were taken in 8th grade.)

Out of School Interests - Shirley enjoys backpacking with her family. She likes to watch mystery programs on TV. She likes to make her own clothes. She likes to help her mother with the bookkeeping for her father's small TV repair business.

Post School Plan - Wants to attend a four-year college, but not certain about a major.

Tentative School Plan - Shirley stated, "I want to take a full college preparatory course including algebra, geometry, chemistry, a foreign language, advanced English.

Tentative School Major - She wants to emphasize "college mathematics" courses.

Course Preferences - Mathematics and Homemaking.

Parents' Preferences - They want Shirley to go to a four-year college. They think she would be good in clothing design or some mathematical-related career.

Family background - Father graduated from high school, went to a technical school in the army, took a TV repair course in a private trade school. Worked for five years as a TV repairman. Been in his own TV repair business for five years. Mother graduated from high school and a business college. She worked four years as a medical secretary. Currently is a housewife and also handles the office work (bookkeeping, phone calls, etc.) for her husband's business. Shirley has two younger sisters, ages 11 and 8. Family lives in own home.

School Requirements for all Students - They must take three years of English, one year of U.S. History, one semester of U.S. Government, one semester of geography, one year of mathematics, one year of science, three years of P.E. The school offers a six-period program. The school provides gifted, college prep, general and remedial courses in the required areas. Has art, business, drama, English, foreign languages, homemaking, industrial arts, mathematics, music, P.E., science, social science programs. This school also has a work experience program.

Your program for Shirley Travis is:

Subject Titles	Subject Titles
1.	4.
2.	5.
3.	6.

Discuss the rationale for each of your choices. Your partner or consultant will use the scale below to assess your selection process.

Your partner checks whether s/he agrees with you in the table below.

Subject	Agree	Question	Disagree
1.			
2.			
3.			
4.			
5.			
6.			

Total score _____

Give three points on agree, two points on question, and one on disagree.

Evaluation

Successful completion is that the partner agrees with your rationales to the extent of at least a score of 15.

COORDINATOR'S GUIDE

CONSULTING
IN THE AREA OF CAREER GUIDANCE

TABLE OF CONTENTS

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Coordinator's Outline---------- 7
Sample Evaluation Instruments
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MODULE GOAL AND OBJECTIVES

Module Goal

This module is directed toward guidance personnel (counselors, counselor aides, career technicians, work experience coordinators) in middle and secondary schools, but can also be utilized with community college and elementary school guidance personnel. The topic is entry-level consultant knowledge and skills for guidance personnel to use when assisting teachers in the career guidance area. You will learn about three consulting roles and about entry-level consultant skills to use when assisting teachers to develop their career guidance efforts.

Module Objectives

Upon completion of this module you will be able to:

1. Choose arguments for guidance personnel serving as consultants to teachers in career guidance.

Successful achievement of this objective requires that six of the seven items in Activity Sheet One are answered correctly.

Activity Sheet One Answers are:

1 - C	3 - C	5 - A	7 - D
2 - D	4 - A	6 - B	

2. Reach a consensus through group discussion on four qualities a teacher should possess for success in a pilot career guidance project.

Successful achievement of this objective requires that each group consensus should agree with the answers of the total group in terms of at least three of four qualities.

3. List the unique features which identify three consultant roles.

Successful achievement of this objective requires at least two features for each of the three roles for a total of six. See list of possible answers under section heading in this guide--Identifying Three Consultant Career Guidance Roles.

4. Use four process skills which assist teachers in planning classroom activities in career guidance.

Successful achievement of the objective is as follows:

For Activity Five: Three of the five criteria listed on the Activity Five sheet were considered by the subgroup as verified by the group's consultant.

For Activity Six, Part One: Three of four subgroup members accept the written rationale of a subgroup member. This means that in their opinion the rationale does explain how the selected student career guidance need does relate to the class in question and the teacher's background.

For Activity Six, Part Two: Each subgroup member has the signatures of two other subgroup members on his/her planning sheets which indicates the following: Each member took 15 minutes to write a classroom, career guidance activity plan. Each plan was read, analyzed, and if necessary modified.

5. Demonstrate selected entry-level consultant strategies. Successful achievement of this objective judged by outside criteria is impossible because of its personalized nature and applicability to a situation not known. (Discussion of the reasons why choices were made would seem to be the best that could be done in evaluation.)

WORKSHOP TIME SCHEDULE

Introduction	45 minutes
Get acquainted exercise	
Review of Module Goal and Objectives and Glossary	
Complete and discuss Activity One	
Beginning Change Agent Steps	45 minutes
Lecture, read and discuss this section	
Complete and discuss Activity Two	
Complete and discuss Activity Three	
BREAK	15 minutes
Identifying Three Consultant Career Guidance Roles	45 minutes
Read and discuss this section	
Complete and discuss Activity Four	
Assisting Teachers with Class Career Guidance Efforts	30 minutes
Read and discuss this section	
LUNCH	60 minutes
Complete and discuss Activity Five	30 minutes
Complete and discuss Activity Six	60 minutes
BREAK	15 minutes
Developing Entry-Level Consultant Strategies	45 minutes
Read and discuss this section	
Complete and discuss Activity Seven	
Assisting Teacher-Advisors with Career Guidance Efforts (Optional, so placed in Appendix)	45 minutes
Read and discuss this section	
Complete and discuss Activity Eight	
Estimated total workshop time (not including the optional exercise)	5 hours 30 minutes plus 1 1/2 hour for lunch and break
Total:	7 hours

COORDINATOR'S ROLE

Your role as a Coordinator is most important to the success of this one-day workshop. The following guidelines are suggested.

Set the Environment

Physical - This module should be conducted in a meeting room with moveable chairs. If possible, tables should be available because of the recording required of the participants.

Personal - Set the right mood. Participants should become acquainted with each other. They should be alert, interested and motivated. Be enthusiastic and creative during your presentations. Try to project excitement and interest into activities and discussions.

Set the Pace

You have been provided an agenda including suggested time allotments for each activity. The participants will vary in terms of prior knowledge, experience and interest. 3e sensitive to the pace of the participants as they work through each activity. You will need to determine when it is necessary to speed up or slow down. This will vary with the group's performance. However, there is limited flexibility within the schedule. Your charge is to complete the module. Each participant will be given a workbook. You should draw their attention to this fact and indicate that if they do not completely finish an activity, they may do so after the workshop on their own time.

Keep the flow even when moving from one activity to another. Two breaks and one lunch session should be included.

Facilitate

Encourage discussion and interaction from the participants. Monitor the participants' progress to assure interaction and dialogue. Don't let anyone dominate. Seek out questions and concerns early and deal with them openly. Be sensitive to moods and needs. Be a trouble shooter.

Spot problems and work them out. Act as a guide throughout the module, but allow the participants the freedom needed to grow.

Evaluate

It is your job to maintain the quality of the workshop. Make certain the participants are moving in the right direction. Monitor the responses carefully in each activity so you will immediately know your trouble spots and can assist those who need help.

Prior to Workshop

1. Study the module ahead of time. Be familiar with the participants' workbook and this Coordinator's Guide.

2. Since you are mainly teaching the participants to teach others, you may want them to keep the workbooks intact. Therefore, you must furnish an extra copy for each activity for each participant. This is best done by stapling them all together so each workshop member has an "activity packet."

3. Provide pencils and a few sheets of blank paper for each participant. Arrange for a chalkboard and/or newsprint.

4. Make certain the room arrangements are satisfactory. You need a table for your use, a chair, and a writing place for each participant.

At the Workshop

1. Introduce yourself to participants and them to each other by using the "Get Acquainted Exercise." Briefly explain your background and the role you will play.

2. Establish time limits (lunch, when workshop ends) and schedule for the day and do your best to adhere to them. See Workshop Schedule in this Guide for estimates.

3. Follow the instructions carefully for each section. Be sure to review the goal and objectives and the glossary. Understanding where one is going and the terminology of getting there can lessen the anxiety of participants.

Get-Acquainted Exercise

Study a copy of the Get-Acquainted Exercise form in the Introduction. Have each participant find as many other participants as they can within the time limit you set who can initial the items on the form. The winner is the person who secures the greatest number of the participants' initials on his/her form. Feel free to change any item in order to give the exercise a more local flavor.

At this point, because the group is in movement, you may want to divide the total group into subgroups of four. Four is suggested, because re-division can be made into pairs if needed for an activity.

Guidance Personnel as Consultants

In presenting this section, you might hold some of the following things in mind. For example, you might emphasize that this workshop will show that guidance personnel in their traditional roles cannot provide in-depth service for "all" students. It is recognized that all students must develop strong self images, must be able to develop short and long term career decisions as a necessary prerequisite to their growth. The need for all school personnel and especially teachers who can reach all the students to be involved in assisting their students with these career guidance activities is established. The fact that teachers will benefit from this role should be stressed. The teachers will need assistance if they are to assume career guidance tasks and the consultant can provide much of this assistance. Consultants assisting teachers in the career guidance area must be given a high priority if such a major, new effort is to succeed.

Do *not* read the text to the participants. Either have them read it first and then discuss or use the text as a guide for discussion the first time around.

Successful achievement is responding correctly to six of the seven items on Activity One.

Activity One answers are:

1-C 3-C 5-A 7-D

2-D 4-A 6-B

Beginning Change Agent Strategies

Write a plan for changing a personal segment of behavior. Reach a consensus through a group discussion on at least four qualities a teacher should possess for success in a pilot career guidance effort.

In discussing this section, you might want to cite two or three examples of beginning change agent strategies which relate to the four described strategies. You can cite your own or use the following examples:

Strategy #1 - Consultant has concerns about her/his ability to work effectively with parents. S/he asks adults at work for suggestions as to how s/he might improve her/his working approach and if the suggestions are sound ones, s/he practices them.

Strategy #2 - A school's guidance committee has teacher, administrator, work experience coordinator, student, counselor, paraprofessional representatives. It reaches a consensus on which student career guidance needs should have proiority. Those chosen had been previously identified through authorizing an outside study. The committee's decision is used by consultants to encourage teachers to be involved in a career guidance effort.

Strategy #3 - An "innovative leader" is defined as one who is creative and whom other teachers respect and follow.

Each participant individually completes Activity Two by selecting a personal or professional habit s/he wishes to modify and then writes how s/he will make the change and evaluate the degree of success. Discussion of this activity should take place within the small group with only those participants sharing who wish to do so. There is no criterion for achievement because of the personal nature of the exercise.

Each participant takes part in his/her small group's discussion which is Activity Three. Assist small group members to reach consensus

on which four qualities teachers selected for a pilot career guidance effort should have to improve the chances for successful, initial career guidance classroom efforts. Each small group's list should be posted and briefly discussed with the total group. Successful achievement is that three of the four qualities chosen by a subgroup agree with those reached by the whole group.

Identifying Three Consultant Career Guidance Roles

In the discussion of the section draw heavily on the experience of your audience. Most will have been consultants, but they did not label their activity as such.

The only part of the activity which is evaluated is the first part dealing with the three roles. A number of possible answers follow below. Successful completion is at least two answers to each of three roles or a total of six.

Coordinators are able to:

Identify or assist others to identify students' needs.
Describe the identified needs in specific terms.
Assist school personnel to identify exactly what s/he will do.
Assist them to plan.
Develop an over-all school program plan.
Identify gaps in the program.
Identify duplication in the program.
Develop a matrix.
Develop a calendar.

Facilitators are able to:

Plan a group activity.
Assist a group so they use their time in a productive way.
Have a group define its purpose.
Have a group establish operational rules.
Have "all" group members involved in the discussions.
Have the group members share their feelings about the process.

Have a group complete its task(s) in a reasonable time.

A resource person can:

Describe for teachers those school/community career guidance materials, media, and people resources which are available.

Refer teachers to these resources.

Arrange so teachers can use these resources.

Instruct teachers on how to plan, present and/or evaluate a career guidance effort.

Instruct teachers on how to best use career guidance resources.

A highly instructional approach is to: (1) model in a classroom career guidance approaches which a teacher(s) can use; (2) model in a career center ways teachers could use the resources; (3) model in small groups ways teachers or teacher-advisors can provide career guidance assistance.

Assisting Teachers with Classroom Career Guidance Activities

In discussing this section with the participants, make sure they "feel" the process being considered. Utilize their illustrations as much as possible.

In the small groups of four, have one person role play as a consultant. The others in each group should role play as secondary school teachers. They select their own grade level and subject. Each small group is facilitated by a consultant. The group chooses three student guidance needs from 12 previously identified student guidance needs. Each group selects the ones they think are most suitable for their teachers' beginning classroom career guidance efforts. They do this by considering the criteria in Activity Five.

The groups continue to role play. Consultant has each teacher select from the three student career guidance needs her/his small group previously selected, one s/he will develop a class activity to meet. S/he writes a one-paragraph rationale to support her/his selection.

The consultant has her/his group's members analyze and discuss

their rationales. Each member must have a group consensus in support of her/his rationale before going on to the next step. Because the small group has made decisions before, it may want to continue to make group decisions and complete the activities above and below as a group rather than individuals. It certainly is a time-saver but maintains the valuable interaction so necessary to group discussions.

Each person spends 15 minutes writing as much as is possible of a classroom, career guidance activity plan on the planning form found in the participant's workbook. Each person is given 15 minutes to read and have critiqued by the other subgroup members her/his plan and, in turn, participates in the analyzing of the other members' written plans. Consultant monitors the teachers when they are writing and responds to questions.

Evaluation for Activity Five: Three of the five criteria listed on the Activity Five sheet were considered by the subgroup as verified by the group's consultant.

Evaluation for Activity Six: Part I: Three of four subgroup members accept the written rationale of a subgroup member. This means that in their opinion the rationale does explain how the selected student career guidance need does relate to the class in question and the teacher's background. Part II: Each subgroup member has the signatures of two other subgroup members on her/his planning sheets which indicates that each member took 15 minutes to write a classroom, career guidance activity plan. Each plan was read, analyzed, and, if necessary, modified.

Developing Entry-Level Consultant Strategies

This section is the capstone for the module. It brings together the knowledge and skills, and reinforces them through the participants making a personalized plan of approach.

You inform the participants that Activity Seven is designed to move them into entry-level consultant efforts in their schools. They will do this by being able to do the following:

1. Identify what types of needs assessment (example: establish

a guidance committee, use available data, purchase instruments, etc.) approaches they plan to use at their schools.

2. Select two teachers from their school settings and explain why they chose them for pilot efforts.

3. Write two ways they will motivate their selected teachers so they volunteer to participate in a pilot school career guidance effort.

4. Indicate the times they select for developing their schools' pilot career guidance effort.

In monitoring their work, you can see which ones are producing acceptable plans and then share the results in the discussion.

Successful achievement of this objective judged by outside criteria is not possible because of its personalized nature and applicability to a situation not known. Sharing plans seems to be the best basis for judging by the group.

Assisting Teacher Advisors with Their Career Guidance Efforts (Optional Module)

Those who have been or are in teaching have had experiences as teacher-advisors, but have not labeled the role as such. Therefore, have them enrich the discussion by adding their anecdotes.

On the program planning exercise (Activity Eight) critiquing the rationale of a partner is the core of the activity. Agreement and disagreement should be shared with the other two members of the subgroup, and the group's thoughts should be shared with the total group. Personal biases tend to abound without much backing information. A discussion of how to handle these biases in those with whom one consults can be very important.

Successful achievement of the objective means a score of 15 given by a partner who judges the rationale of each choice and scores accordingly on the Activity Eight sheet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

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SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

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NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A: I strongly agree	Column B: I agree	Column C: I disagree	Column D: I strongly disagree	Column E: I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodroe M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodroe M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler